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ABSTRACT

Inquiring into families, communities, states, nations, and various peoples of the world through history engages students in the aspirations, struggles, accomplishments, and failures of real people in various aspects of their lives. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Just as in the U.S. History 1 Idaho course of study, in U.S. History 2, each instructional block is built upon the supporting Idaho Achievement Standards. Following an introduction, guide is divided into four blocks: (1) "The Nation Transformed:; (2) "Flappers, Failure and Flyers"; (3) "Change and Turmoil"; and (4) "Modern America." Blocks 1 through 3 contain: "Goal and Objectives"; "Idaho Achievement Standards"; "Suggested Activities"; and "Suggested Materials". Block 4 contains: "Goal and Objectives"; "Idaho Achievement Standards"; and "Suggested Activities." Appended are the Idaho Achievement Standards. (BT)

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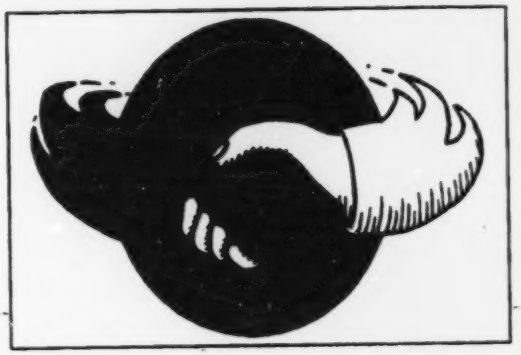
COURSE OF STUDY

Idaho Department of Education



U.S. History 2

SO 033 690

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State Superintendent of Public Instruction

IDAHO DEPARTMENT OF EDUCATION

U.S. History 2

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Introduction

"For this is what America is all about. It is the uncrossed desert and the unclimbed ridge. It is the star that is not reached and the harvest that is sleeping in the unplowed ground."

Lyndon B. Johnson, 1965.

Historical Understanding:

"History is a broadly integrative field, recounting and analyzing human aspirations and strivings in various spheres of human activity: social, political, scientific/technological, economic, and cultural. Studying history - inquiring into families, communities, states, nations, and various peoples of the world - at once engages students in the lives, aspirations, struggles, accomplishments, and failures of real people, in all these aspects of their lives.

Through social history, students come to deeper understandings of society: of what it means to be human, of different and changing views of family structures, of men's and women's roles, of childhood and of children's roles, of various groups and classes in society, and of relationships among all of these individuals and groups. This sphere considers how economic, religious, cultural, and political changes have affected social life, and it incorporates developments shaping the destiny of millions: the history of slavery; of class conflicts; of mass migration and immigration; the human consequences of plague, war, and famine; and the longer life expectancy and rising living standards following upon medical, technological, and economic advances.

Through political history, students come to deeper understandings of the political sphere of activity as it has developed in their local community, their state, their nation, and in various societies of the world. Efforts to construct governments and institutions; the drive to seize and hold power over others; the struggle to achieve and preserve basic human rights, justice, equality, law, and order in societies; and the evolution of regional and world mechanisms to promote international law are all part of the central human drama to be explored and analyzed in the study of history.

Through history of science and technology, students come to deeper understandings of how the scientific quest to understand nature, the world we live in, and humanity itself is as old as recorded history. So, too, is the quest to improve ways of doing everything from producing food, to caring for the ill, and transporting goods, and advancing economic security and well being of the group. Understanding how scientific/ technological developments have propelled change and how these changes have altered all other spheres of human activity is central to the study of history.

Through economic history students come to deeper understanding of the economic forces that have been crucial in determining the quality of people's lives, in structuring societies, and in influencing the course of events. Exchange relationships within and between cultures have had major impacts on society and politics, producing changing patterns of regional, hemispheric, and global economic dominance and permitting the emergence in the 20th century of a truly international economy, with far-reaching consequences for all other spheres of activity.

Through cultural history, students learn how ideas, beliefs, and values have profoundly influenced human actions throughout history. Religion, philosophy, art, and popular culture

have all been central to the aspirations and achievements of all societies, and have been a mainspring of historical change from earliest times. Students' explorations of this sphere of human activity, through literature, sacred writings and oral traditions, political treaties, drama, art, architecture, music, and dance, deepen their understandings of the human experience.

Analyzing these five spheres of human activity requires considering them in the contexts both of historical time and geographic place. The historical record is inextricably linked to the geographic setting in which it developed. Population movements and settlements, scientific and economic activities, geopolitical agendas, and the distributions and spread of political, philosophical, religious, and aesthetic ideas are all related in some measure to geographic factors. The opportunities, limitations, and constraints with which people have addressed the issues and challenges of their time have, to a significant degree, been influenced by the environment in which they lived or to which they have had access, and by the traces on the landscape, malignant or benign, irrevocably left by those who came before."

(Excerpt from National Center for History in the Schools, National Standards for United States History: Exploring The American Experience, University of California: CA, 1994.)

Idaho Achievement Standards:

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the *U.S. History 2* instructional blocks is built upon the supporting Idaho Achievement standards.

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

Performance Assessment:

"The ultimate foundation of all reflective practice or self-reflection is the ability and opportunity to engage in self-evaluation and self-assessment" (Paulsen, M.B. and Feldman, K.A. "Taking teaching seriously: Meeting the Challenge of Instructional Improvement" in ERIC Digest 396615 95. Available at www.ed.gov/databases/ERIC_Digests/ed396615.html)

"Social studies, often considered to be the most content-oriented of the core curriculum areas, is ripe for reform. The call for alternative assessments only serves to highlight the importance of rethinking current practice in social studies as we recognize once again the close link between the over-arching goal of public education and that of social studies. As the nation moves toward assessments of student achievement which are more closely aligned with what is demanded of us in the real world and which demand student-generated demonstrations of mastery, traditional practices in social studies are called into question. Both curriculum and instruction, often geared toward low-level recall of facts, must be revisited. Test-teach-test modes, in which assessment is treated as separate from instruction,

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also deserve to be reexamined with regard to how well such practice mirrors how we are evaluated in the real world.

Whether or not alternative assessments take hold at state and national levels, the trend has brought us face-to-face with our responsibility as social studies practitioners in schools and classrooms. Traditional practices cannot effectively prepare young people to demonstrate achievement of civic competence." (Nickell, Pat. "Alternative Assessment: Implications for Social Studies." ERIC Clearinghouse for Social Studies/ Social Science Education, ED360219, 1993)

Assessment

Assessment of student progress toward mastering individual standards should be on going and imbedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent instruction. Student performance can/should be assessed in a variety of formats, including performance assessment as well as traditional testing formats. At the completion of this course, an end of course assessment can be used to validate student performance. The State Department of Education will have a sample summative assessment for this course of study available on request fall 2002.

The companion end-of-course assessment for *U.S. History 2* blends the fundamental content knowledge as stated in the Idaho Achievement Standards with an avenue for demonstrating historical thinking skills and historical understandings. As noted by the National Center for History in the Schools, students should have the opportunity to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

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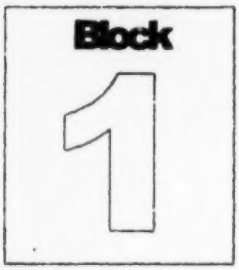
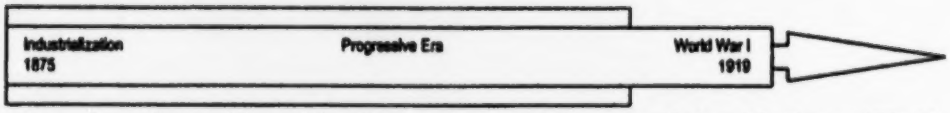


The Nation Transformed



To understand the social, political, and economic impacts of industrialization and World War I on America.

Objectives:

1. Identify the factors that contributed to the rise of industrialization in the 19th century. (Technology & Markets, Social Darwinism, Natural Resources, Entrepreneurs, Role of Government.)
2. Analyze factory life and city life during industrialization as it is depicted through one of the humanities.
3. Compare two or more eyewitness accounts of labor unrest, war, living conditions or working conditions.
4. Describe how the acquisition of personal fortune led to improvements in America funded by philanthropists.
5. Analyze the rise of the American labor movement.
6. Investigate the struggle of American Labor Unions to win legal recognition.
7. Identify the leadership of major political parties and compare their understanding of government's role during industrialization.
8. Illustrate the population shift from rural to urban America and immigration to the United States. Explain the motives behind these movements.
9. Investigate the social and economic impacts of the assimilation and acculturation process on immigrant groups and America.

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10. Trace attempts of Americans to limit immigration.

11. Identify the leadership and goals of the Grange, The Farmer's Alliance, and Populist Party.

12. Define the isms that characterize the Spanish American War and American expansion into the global arena. (Nationalism, Imperialism, Isolationism, Jingoism.)

13. Evaluate the leaders and their goals from the various reform groups within the Progressive movements.

14. Examine the role of government to regulate big business during the progressive area.

15. Examine cases in which federal courts struck down state attempts to protect consumers and workers.

16. Identify the domestic and foreign causes and consequences of World War I.

17. Examine the treatment of Native Americans by the United States government and settlers during the Westward Expansion Era.

Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research and reporting including interpretation of maps, charts, graphs, timelines and works of art.

- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.

- 489.01.c: Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.b: Identify the tensions associated with the definitions of American democracy.
- 490.01.d: Analyze and evaluate states' rights disputes past and present.
- 490.01.e: Provide and evaluate examples of social and political leadership in American history.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 494.01.e: Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.

Standard: 495.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 495.01.a: Identify motives for migration and immigrations in and to the United States.
- 495.01.b: Analyze the legal, political, social, and economic changes in the status of immigrant groups.

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Standard: 496.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 496.01.a: Know the factors that contributed to the rise of industrialization in the 19th century.
- 496.01.b: Analyze the rise of the American labor movement.
- 496.01.c: Analyze the 20th century political responses to industrialization.
- 496.01.d: Analyze the American tradition of volunteerism and philanthropy.

Standard: 497.01

Understand significant conflicts in the United States history.

Content Knowledge and Skills

- 497.01.d: Identify the causes and consequences of World War I.

Standard: 498.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 498.01.a: Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.
- 498.01.b: Analyze the contributions of the diverse cultures that make up the population of the United States.

Suggested Activities

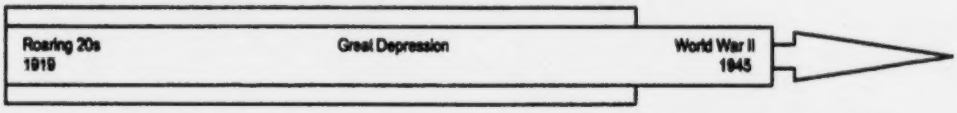
1. Research and write a one-page biography on an inventor of the industrial era.
2. Research eyewitness accounts of labor unrest, war, living conditions or working condition and write a newspaper article covering the topic of choice.
3. Explore the conflict of rights with a particular labor dispute.
4. Compare working conditions in a factory in the early 1900's with a factory of today.
5. Differentiate between information presented as fact and that presented as interpretation using Yellow Journalism as an example.
6. Compare Yellow Journalism with Talk Radio and TV.
7. Create a Talk Radio or TV show about whether to enter the Spanish American War.
8. Organize a mock debate over the territorial expansion associated with the Spanish American War, 1898.
9. Organize a mock trial for any of the following: Eugene Debs, Sacco and Vanzetti, Haymarket Riot or Triangle Shirt Factory.
10. Identify the uses of the Monroe Doctrine by 20th century United States Presidents.
11. Simulate an interview with industrial leaders, labor leaders or progressive leaders.
12. Study a piece of literature in terms of its reflection of culture.
13. Discuss Social Darwinism and the Gospel of Wealth and compare them to the Social Gospel of the Progressives.

Suggested Materials

Block

2

Flappers, Failure and Flyers



To understand the drastic changes in America from the Roaring Twenties to the Great Depression and the continued changes throughout World War II.

Objectives:

1. Understand the cultural and social development of the Harlem Renaissance.
2. Identify the tensions associated with the definitions of American democracy in the Red Scare, the Bonus March, the Ku Klux Klan, the role of government in economic crisis and the Japanese internment.
3. Analyze the struggles for the extension of voting rights to women.
4. Examine ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact to create and maintain the culture of the roaring twenties.
5. Demonstrate that the economic boom of the twenties was accompanied by a change of standards in Progressive Era legislation.
6. Compare the political leadership of Hoover and Roosevelt in their handling of the Great Depression.
7. Analyze the causes of the Great Depression and its effects upon American society.
8. Examine the continued tradition of American volunteerism through the Great Depression and World War II.
9. Apply American advancements in technology to the war machine and our involvement in global conflicts.
10. Identify the causes and consequences of World War II.

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Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research and reporting including interpretation of maps, charts, graphs, timelines and works of art.
- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.
- 489.01.c: Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.b: Identify the tensions associated with the definitions of American democracy.
- 490.01.c: Analyze the struggles for the extension of civil rights.
- 490.01.e: Provide and evaluate examples of social and political leadership in American history.

Standard: 495.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 495.01.b: Analyze the legal, political, social, and economic changes in the status of immigrant groups.

Standard: 496.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 496.01.c: Analyze the 20th century political responses to industrialization.
- 496.01.d: Analyze the American tradition of volunteerism and philanthropy.
- 496.01.e: Identify and analyze the causes of the Great Depression and its effects upon American society.
- 496.01.f: Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

Standard: 497.01

Understand significant conflicts in the United States history.

Content Knowledge and Skills

- 497.01.e: Identify the causes and consequences of World War II.

Standard: 498.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 498.01.a: Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.
- 498.01.b: Analyze the contributions of the diverse cultures that make up the population of the United States.

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Suggested Activities

1. Identify programs in your town that were created by volunteerism and/or philanthropy.
2. Interview or read a first-hand account of a person who experienced the Great Depression.
3. Create a chart depicting ways in which New Deal programs provided relief and recovery during the Great Depression.
4. Define, identify, and evaluate the role of heroism in American history.
5. Compare the causes of World War I to the causes of World War II.
6. Compare the United States' foreign policy after World War I to its foreign policy after World War II.
7. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.
8. Trace the history of Jazz and the ways it reflects culture.
9. Research the fads of the 20's and have a day that students dress in their fashions.
10. Write a letter to a friend using slang from the 20's.
11. Research how many American artists, authors and musicians left the country during the 20's.
12. Create a Hoover Ville in your classroom.
13. Introduce Japanese Internment with a "suitcase activity". Distribute a one-page outline of a suitcase and ask each student to "fill" it with what he/she wants to take on a trip. When each student has finished, hand out another "suitcase" and tell the class that they are going for a year or so and may have no home when they return. Have each student fill the suitcase again and compare the contents of the two. Discuss what the differences are.

Suggested Materials

Hengen, Nona. The Shoebox Letters. Palouse Press: Spangle, WA., 1993.

The Shoebox Letters contains primary sources in the form of letters covering eight decades of the twentieth century from people in Germany to relatives in Washington state.

Down and Out in the Great Depression – Letters from the Forgotten Man. Edited by Robert S. McElvaine

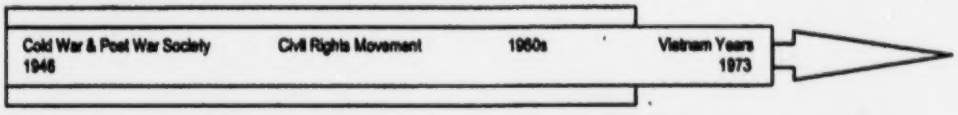
FDR: A Legend in His Own Time. An Inspiration in Ours

CD-Rom, produced by Corbis Corporation (1996) and featuring Doris Kearns Goodwin, examines Franklin Delano Roosevelt as a uniquely American hero: a strong man in a wheelchair, an aristocrat with the common touch, a president in desperate times. Explore the life and legacy of FDR, whose four unprecedented terms spanned the Great Depression and World War II.

Block

3

Change and Turmoil



To understand that post-World War II America faced multiple foreign and domestic conflicts.

Objectives:

1. Identify the causes and consequences of the Cold War including the Korean War, conflict over Berlin, Bay of Pigs and Cuban Missile Crisis.
2. Describe how the executive branch grew in size and power as a response to the Cold War.
3. Trace the movement of America from isolationism to increased involvement in the global arena resulting from the spread of Communism and fear of the Domino Theory.
4. Examine the tensions associated with the definitions of American democracy during the McCarthy Era and the free speech and anti-war movements.
5. Analyze the rise of the Right-to-Work movement.
6. Link global events with continued American immigration focusing on refugees.
7. Trace the struggle for the extension of civil rights to African Americans and other minority groups.
8. Evaluate the conflict between the national and state governments over the implementation of integration.
9. Compare Martin Luther King, Malcolm X, and the leaders of the Black Panthers.
10. Explore the impact of political assassinations on the political and social culture of the 1960's.

11. Explain how Volunteers In Service To America (VISTA) and the Peace Corps continued the American tradition of volunteerism.

12. Investigate how the development of computer technology led to the space race, systems of mass communication and the development of economic opportunities for investment and employment.

13. Know the reasons for the United States involvement in South East Asia, particularly Vietnam and the domestic consequences of this involvement.

14. Examine the impact of youth culture through art, music, literature and politics.

Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research and reporting including interpretation of maps, charts, graphs, timelines and works of art.

- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.

- 489.01.c: Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.b: Identify the tensions associated with the definitions of American democracy.

- 490.01.c: Analyze the struggles for the extension of civil rights.

- 490.01.d: Analyze and evaluate states' rights disputes past and present.

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- 490.01.e: Provide and evaluate examples of social and political leadership in American history.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 494.01.e: Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890's to the economic and ideological influences of the present.

Standard: 495.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 495.01.a: Identify motives for migration and immigration in and to the United States.
- 495.01.b: Analyze the legal, political, social, and economic changes in the status of immigrant groups.

Standard: 496.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 496.01.c: Analyze the 20th century political responses to industrialization.
- 496.01.d: Analyze the American tradition of volunteerism and philanthropy.

- 496.01.f: Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

Standard: 497.01

Understand significant conflicts in the United States history.

Content Knowledge and Skills

- 497.01.f: Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.
- 497.01.g: Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.

Standard: 498.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 498.01.a: Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.
- 498.01.b: Analyze the contributions of the diverse cultures that make up the population of the United States.

Suggested Activities

1. Compare public support for World War II and public views on the Vietnam War.
2. Evaluate the role of media in influencing public opinion and the anti-war protests.
3. Search the lyrics of music in the 60's for social or political agendas.
4. Study a piece of literature in terms of its reflection of culture.
5. Analyze the role of the United States in European history since 1945.

6. Create a coffee house include music and poetry readings.
7. Simulate Guerilla Warfare in your classroom.
8. Make up rules for the Cold War.
9. Write a personal "I have a Dream" speech endorsing civil rights.
10. Create a presentation on non-violent resistance/passive resistance.
11. Research AIM, LaRasa, the first Earthday, or Women's Liberation Movement.
12. Debate whether or not the Vietnam War was in the best interests of America considering the times.
13. Examine the rotation of American troops in and out of Vietnam.

Suggested Materials

America's Civil Rights Movement

This material contains lesson plans designed for one-day, three-days, or seven-days in a classroom. The lessons are based on a teaching packet, complete with text and video provided by the Southern Poverty Law Center. Schools may receive one FREE copy of the teaching kit *America's Civil Rights Movement* by contacting America's Civil Rights Movement, Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104.

Dear America – Letters Home from Vietnam VHS, rated PG (1988)

All the confusion, pain, despair, and even hope of the men and women who served in Vietnam is captured in *Dear America: Letters Home from Vietnam.* Read by dozens of actors such as Harvey Keitel, Matt Dillon, and Kathleen Turner, these letters show a more human story of the war.

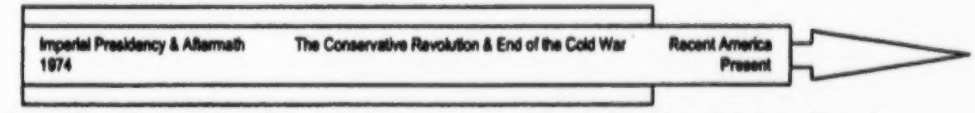
VIETNAM: Echoes From The Wall

The Vietnam War era – a tumultuous period in American history – continues to cast a lingering shadow on politics and culture. *Echoes From The Wall*, an interactive educational tool, goes beyond the history of that era, enabling every high school student to gain a heightened sense of responsibility, leadership, and global understanding. The package of resources complements their website – www.teachvietnam.org, will help create generations of enlightened historians and informed citizens.

Block

4

Modern America



To understand that America continues to respond to changes in political, social, and economic institutions.

Objectives:

1. Investigate the Watergate incident and compare it to other political scandals of the 20th century.
2. Determine the impacts of modern era presidents from Nixon to the present and their impact on American society and national policy.
3. Trace the growth of anti-immigrant sentiment from the arrival of the Southeast Asian refugees to the present.
4. Trace the change in emphasis of US foreign policy from the fall of the Soviet Empire to the War on Terrorism.
5. Investigate the impacts of the break-up of the Soviet Block on the United States and the world.
6. Identify the tensions associated with the definitions of American democracy as evidenced by reactions to Roe versus Wade, church versus state issues, the rights of private property versus environmental protection and partisan politics.
7. Analyze the struggles for the extension of civil rights through affirmative action and gender preference.
8. Chart the growth of media influence on politics, campaigns and the shaping of current event issues.

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9. Analyze and evaluate states' rights disputes including unfunded mandates, the sagebrush rebellion and the rise of sovereignty associations and militia groups.

10. Show the relationship between the War on drugs and US foreign policy in Latin America.

11. Examine American police actions in Lebanon, Somalia, Bosnia, Kosovo and other world areas.

12. Identify the causes and consequences of Desert Storm.

13. Investigate the random American attempts to promote democracy and human rights worldwide.

14. Chart the origin, rise, and contemporary presence of the Hispanic culture in the United States.

15. Analyze the resources expended and contributions made by legal and illegal immigrants on the American labor force, society, and the economy.

16. Determine the extent to which robotics and computer technology have changed the US work place, schools and homes.

Standard: 489.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 489.01.a: Use analytical skills for reasoning, research and reporting including interpretation of maps, charts, graphs, timelines and works of art.
- 489.01.b: Evaluate and interpret points-of-view using primary and secondary sources.
- 489.01.c: Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

Standard: 490.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 490.01.b: Identify the tensions associated with the definitions of American democracy.
- 490.01.c: Analyze the struggles for the extension of civil rights.
- 490.01.d: Analyze and evaluate states' rights disputes, past and present.
- 490.01.e: Provide and evaluate examples of social and political leadership in American history.

Standard: 494.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 494.01.c: Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890's to the economic and ideological influences of the present.

Standard: 495.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 495.01.a: Identify motives for migration and immigrations in and to the United States.
- 495.01.b: Analyze the legal, political, social, and economic changes in the status of immigrant groups.

Standard: 496.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 496.01.f: Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.

Standard: 497.01

Understand significant conflicts in the United States history.

Content Knowledge and Skills

- 497.01.h: Explain the role of the United States in post-Cold War conflicts around the world.

Standard: 498.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 498.01.a: Know ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.

- 498.01.b: Analyze the contributions of the diverse cultures that make up the population of the United States.

Suggested Activities

1. Select a contemporary artist and identify the contributions that artist made to the United States culture of today.

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2. Compare and contrast the impeachment of Andrew Johnson with that of Bill Clinton.

3. Create a graph of immigrant activity over the past one hundred years by the decade.

4. Develop the rules for the release of information under executive privilege. (See Watergate)

5. As Commander-in-Chief, create guidelines for sending troops into harms way.

6. As Congress, debate the guidelines for sending troops into harms way.

7. Develop guidelines for immigration.

8. Playing the role of a campaign team, participate in a post-election brainstorm of the factors that helped Ronald Reagan win the Presidency in 1980.

9. Research the progress of Poland, Czechoslovakia, and Hungary from their days of breaking with the Soviet Block until today.

10. Examine the American contribution to the fall of Communism.

APPENDIX A

Idaho Achievement Standards

As of December 2001

APPENDIX A: Idaho Achievement Standards for Social Studies

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits).

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

489. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.
	b. Evaluate and interpret points-of-view using primary and secondary sources.	i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.

490. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	i. Organize a mock debate between Thomas Jefferson ii. and Alexander Hamilton. iii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iv. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.
	c. Analyze the struggles for the	i. Identify the origins and results of the civil

	extension of civil rights.	rights movements of the 1950s and 1960s. ii. Trace the history of the women's movement from the Seneca Falls Convention 1848 to the present. iii. Organize a timeline of government policies in relation to Native Americans. iv. Evaluate the role of the Supreme Court in the extension of civil rights.
	d. Analyze and evaluate states' rights disputes past and present.	i. Compare and contrast the Articles of Confederation to the United States Constitution. ii. Explore interpretations of the causes of the Civil War. iii. Organize a mock debate between George Wallace and John F. Kennedy. iv. Explore the land use disputes between the federal government and the states.
	e. Provide and evaluate examples of social and political leadership in American history.	i. Define, identify, and evaluate the role of heroism in American history. ii. Compare and contrast leadership styles and contributions of United States presidents.

493. UNITED STATES HISTORY, Sections 494 through 498.

494. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.	i. Compare the effects of Columbus's discovery on Europe and the Americas. ii. Choose two groups of early explorers and ocmpare their goals: for example, English, Spanish, French, Dutch, and Portuguese.
	b. Identify how religious, social, political, and economic factors shaped settlement patterns in the 17th and 18th century North America.	i. Compare the settlement of Jamestown with the settlement of Santa Fe. ii. Compare New England and Chesapeake societies.
	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Evaluate the political and social reasoning behind the Lewis and Clark Expedition. ii. Evaluate the positive and negative effects of the Manifest Destiny.
	d. Know the factors that contributed to western expansion in the United States in the 1800s.	i. Role play a family discussion about moving west. ii. Evaluate the role of the federal government in the development of the West.

	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.	i. Organize a mock debate over the territorial expansion associated with the Spanish American War,1898. ii. Analyze the role of the United States in European history since 1945. iii. Identify the uses of the Monroe Doctrine by 20th century United States Presidents.

495. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify motives for migration and immigration in and to the United States.	i. Compare the motives of 19th century Irish immigrants to the Hispanic immigrants of the 20th century. ii. Compare the motives for migration on the California Trail, Mormon Trail, and Oregon Trail.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.	i. Peruse both current and frontier newspapers for changing attitudes towards immigrant groups. ii. Trace the legislative history of American immigration.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.	i. Analyze the Nez Perce United States government conflict in the 1870s. ii. Identify and evaluate a specific example of forced relocation of Native Americans; for example, the Trail of Tears.

496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Know the factors that contributed to the rise of industrialization in the 19th century.	i. Compare industrial New England to the agricultural-South of the pre-Civil War era. ii. Trace the improvements in transportation systems in the 19th century.
	b. Analyze the rise of the American labor movement.	i. Explore the conflict of rights with a particular labor dispute. ii. Write a journal of a worker in a textile factory in Lowell, Massachusetts, in the 1830s.
	c. Analyze the 20th century political responses to industrialization.	iii. Compare the reforms of the Progressive era to the New Deal programs.
	d. Analyze the American tradition of volunteerism and philanthropy.	i. Define the settlement house movement and create role-plays for people such as Jane Addams. ii. Identify programs in your town that were created by volunteerism and/or philanthropy.
	e. Identify and analyze the causes of	i. Explore the status the American farmer in

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	the Great Depression and its effects upon American society.	the 1920s and the 1930s. ii. Interview or read a first-hand account of a person who experienced the Great Depression.
	f. Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.	i. Compare working conditions in a factory in the early 1900s with a factory of today. ii. Analyze the ways in which new Deal Programs provided relief and recovery during the Great Depression.

497. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.	i. Organize a mock debate between a royalist and a patriot. ii. Compare the results of the United States Revolution to the results of the French Revolution.
	b. Identify and analyze the causes and consequences of the Mexican War.	i. Map the territorial gains associated with the Mexican War. ii. Identify the internal conflicts associated with the Mexican War such as the expansion of slavery.
	c. Identify the causes and consequences of the Civil War and Reconstruction.	i. Describe the sectional conflicts between North and South that extended beyond the problem of slavery, such as cultural differences and differing economic interests. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	d. Identify the causes and consequences of World War I.	i. Analyze the arguments for and against the United States' entry into World War I. ii. Organize a debate between Borah and Wilson concerning the Treaty of Versailles.
	e. Identify the causes and consequences of World War II.	i. Compare the causes of World War I to the causes of World War II. ii. Compare the United States' foreign policy after World War I to its foreign policy after World War II. iii. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.
	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.	i. Identify the origins and meanings of the phrases "Iron Curtain" and "Bamboo Curtain." ii. Create a set of rules for the Cold War.
	g. Know the reasons for the United States involvement in the VietnamWar and the domestic consequences of this involvement.	i. Compare public support for World War II and public views on the Vietnam War. ii. Evaluate the role of media in influencing public opinion and the anti-war protests.
	h. Explain the role of the United States in post-Cold War conflicts	i. Choose a foreign conflict in the last ten years and identify the pros and cons of

	around the world.	United States involvement.

498. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know ways in which language, literature, the Aarts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.	i. Analyze the impact Rock and Roll had on the 60s. ii. Trace the history of Jazz and the ways it reflects culture. iii. Study a piece of literature in terms of its reflection of culture.
	b. Analyze the contributions of the diverse cultures that make up the population of the United States.	i. Create a metaphor for American culture. ii. Select a population and identify its artist contributions to United States culture.

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